

<b>Job Title:</b>	<b>SEND Unit Provision Teacher</b>
<b>Grade:</b>	Main Scale/UPS
<b>Contract type:</b>	Full time/Permanent
<b>School:</b>	Elm Park Primary School/ <b>R J Mitchell Primary School</b>
<b>Reports To:</b>	SEND Nurture Lead/AHT Teaching & Learning
<b>Responsible for:</b>	The high quality education and welfare of all the pupils in the Specified SEND unit.
<b>Staff Managed:</b>	In Class Learning Support Staff

## Job Purpose

To provide support and targeted interventions to students who have identified Autism/Social Communication Difficulties within a SEND unit provision setting.

## Main Duties and Responsibilities:

- Plan and deliver an appropriate curriculum to meet the needs of all pupils within the SEND unit.
- To plan and deliver targeted teaching to children identified as having Autism/Social Communication Difficulties.
- To assess the needs of individual pupils and identify the next steps needed.
- To differentiate and resource lessons that ensure that effective learning takes place for all pupils.
- To ensure that all pupils make progress in relation to their identified targets.
- To organise and deliver targeted interventions; one to one or in small groups to pupils.
- To take a lead role in providing emotional, social and well-being support to all SEND unit pupils and in doing so supporting their personal development.
- To manage a team of additional adults and ensure that they are effectively distributed in order to fully support the pupils.
- To keep up to date records on each pupil.
- To provide care and nurture to pupils.

## Organisation

- To be responsible for the day to day organisation and timetabling of the class, including effective leading, guidance and deployment of non-teaching staff;
- To supervise the work of non-teaching staff and support them in the organisation and implementation of appropriate work with pupils;
- To maintain an inclusive and orderly learning environment through the effective management of resources, lesson planning and positive behaviour support;
- To ensure in all teaching situations the collaborative nature of working between non-teaching staff, support services and parents;
- To ensure an appropriately resourced classroom for the specific learning and

behavioural needs of pupils;

## Teaching

In each case having regard to the specialist and differentiated curriculum of the school and with a view to promoting the development of the abilities and aptitudes of each pupil in any class or group assigned:

- To provide a weekly plan and prepare lessons relevant to the age and ability group/subject/s that you teach and independently prepare adapted and differentiated termly overviews in line with the requirements of the National Curriculum; Learning Pathways.
- Deliver a differentiated and individualised National Curriculum to a variety of pupils with complex needs in a way which is functional, motivational and promotes communication.
- To implement the curriculum in accordance with the school's philosophy and policies;
- To organise and prepare personalised learning activities and experiences which are differentiated to meet the individual needs and levels of achievement of each pupil;
- To ensure teaching programmes are supported by clear aims and objectives with appropriate links to recognised specialist approaches used within school;
- To assess, record and report on the development, progress and attainment of pupils;
- To assess and analyse additional assessment data relevant to the needs to the pupils (e.g. behaviour and communication data)

## Specialist Knowledge and Development:

- Have a clear understanding of Autism/Social Communication Difficulties and strategies that can be used to effectively support pupils with Autism/Social Communication Difficulties.
- Prepare, develop and deliver effective targeted interventions and small group sessions.
- To promote autism and social communication barriers; informing staff and children about national developments in the areas of Autism.
- Responding to developments and initiatives at national, regional and local levels.

## Monitoring, Assessment, recording and accountability

- Assess how well learning objectives have been met and use assessment to improve specific aspects of teaching;
- To be responsible for short, medium plans and termly overviews, tracking, evaluating, assessing and reporting the teaching and learning of students in line with the school Assessment Policy, including:
  - Completing Learning Pathway assessments;
  - Setting and updating termly targets and Personal Learning Goals (PLGs);
  - Assessing progress using other school approved methods/systems

appropriate to pupil needs to ensure that pupils make demonstrable progress;

- Preparing annual review reports and meetings in accordance with the schools and LA's practices and policies including LAC and PEP meetings;
- Corresponding with other professionals.
- Providing or contributing to oral or written assessments, reports and references relating to individual or groups of pupils.

## **Safeguarding**

1. Havering Schools are committed to safeguarding and promoting the welfare of children and young people and as such expects all staff and volunteers to share this commitment.
2. The protection of our students from abuse is the responsibility of all staff within our school, superseding any other considerations.
3. Havering Schools comply with the Department for Education 'Safeguarding Children and Safer Recruitment in Education Settings 2007' guidance and all potential employees will undergo vigorous vetting checks to ensure their suitability.

## **Equal Opportunities**

We aim to promote and ensure equality of opportunity and equal treatment for all.

## **Rehabilitation of Offenders Act 1974**

This post is exempt from the Rehabilitation of Offenders Act 1974; the successful applicant will be expected to undertake a satisfactory disclosure.

The above responsibilities and expectations are neither exclusive nor exhaustive and the post holder may be required to carry out such other appropriate duties as may be required by the Head of School within the competence of the individual.

Signed .....

Date .....